Health in a Global Context

N3310

Course Professor: Dr. Abe Oudshoorn

Academic Term: January 2017-April 2017

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HEALTH IN A GLOBAL CONTEXT

N3310A

Calendar description:

This course will address people’s health and contextual factors influencing health in countries or regions with limited resources. Through a focus on particular situations, students will consider context-relevant health promotion and analyze issues of social justice in health and health care.

Expanded description:

In this course we will explore and analyze the many contextual factors that influence the health of individuals and populations in regions of the world with limited resources. These factors include, but are not limited to the biological, social, and environmental determinants of health, the effects of globalization, and political processes. We will consider and critique the influence of health policy and international organizations on global health. An important theme in the course is social justice: what is equitable and how nurses can impact health in a global context. As well, nurses’ preparation for working in global contexts, and health promotion and caring in global contexts will be addressed.

Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. These activities will foster the students’ ways of knowing. Classes will introduce you to new and previously explored concepts from other nursing courses. These concepts have been intentionally threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth. Active, enthusiastic participation in your learning activities is required.

Course Goals:

1. Analyze nursing practice from individual to population/organizational levels using research skills, evidence, ethical principles, multiple patterns of knowing, and critical and creative thinking.

2. Analyze health trends and issues in global contexts.

3. Engage in critical reflection of health and social justice to foster personal knowing and refine one’s perceptions of nursing practice.

4. Apply knowledge of interprofessional practice in global contexts.

5. Analyze, organize, and reconstruct information to effectively communicate about global health and inform global health practice.
6. Propose how to advocate with others for public policy that will address health and social justice locally, nationally, and internationally.

7. Propose policy changes related to systems that influence the health of populations.

8. Reflect on competent and ethical practice for Canadian nurses in global contexts.

**Major Concepts in the Course:**

Diversity, Culture, Empowerment, Patterns of Knowing, Health Promotion, Health and Health Care Policy, Interprofessional Practice, Health Systems, Caring, Social Justice, Critical Social Theory, Feminism, Phenomenology, Professionalism, Ethical Practice, Collaboration, Communication, Critical Reflection, Advocacy, Evidence-informed practice, Social Determinants of Health, Globalization, Political Influences, Adverse Events

**How this course will contribute to your development as a professional nurse:** learners will develop heightened awareness and understanding of health issues that have a global influence and of their role in “achieving global health and equity” (Canadian Nurses Association, Global Health and Equity Position Statement, 2008)

**National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2014) Addressed in the Course:**

*Professional responsibility and accountability* - 1, 3, 4, 7, 8, 10, 11, 18, 20, 21

*Knowledge-based practice* – 24, 25, 26-32

*Ethical practice* – 75, 77, 80, 85

*Service to the public* – 87, 88, 90, 93

*Self-regulation* – 95, 97, 99, 100

**National Interprofessional Competencies Addressed in the Course:**

(Note: competencies and associated descriptors below are directly from the Canadian Interprofessional Health Collaborative – National Interprofessional Competency Framework, 2010)

*Interprofessional communication* - establish teamwork communication principles, actively listen to other team members, and develop trusting relationships with team members

*Patient/client/family/community/[peer]centered care* - listen respectfully to the expressed needs of all parties in shaping and delivering care or services
Role clarification - recognizing and respecting the diversity of other health and social care roles, responsibilities, and competencies; considering the roles of others in determining their own professional and interprofessional roles

Team functioning (in relation to course involvement) - understand the process of team development, develop a set of principles for working together that respects the ethical values of members, effectively facilitate discussions and interactions among team members, participate and be respectful of all members’ participation in collaborative decision-making

Collaborative leadership - facilitation of effective team processes, facilitation of effective decision making

Interprofessional conflict resolution - value the potential positive nature of conflict, recognize the potential for conflict to occur and take constructive steps to address it, know and understand strategies to deal with conflict, set guidelines for addressing disagreements, effectively work to address and resolve disagreements, establish a safe environment in which to express diverse opinions.

Informatics Competencies Addressed in the Course:

(Note: competencies and associated indicators directly from Canadian Association of Schools of Nursing - Nursing Informatics Entry-to-Practice Competencies for Registered Nurses, 2012)

Information and knowledge management – Performs search and critical appraisal of on-line literature and resources (e.g., scholarly articles, websites, and other appropriate resources) to support clinical judgement, and evidence-informed decision making; critically evaluates data and information from a variety of sources (including experts, clinical applications, databases, practice guidelines, relevant websites, etc.) to inform the delivery of nursing care.

Professional and regulatory accountability – Advocates for the use of current and innovative information and communication technologies that support the delivery of safe, quality care; recognizes the importance of nurses' involvement in the design, selection, implementation, and evaluation of applications and systems in health care.

Information and communication technologies – Describes the benefits of informatics to improve health systems, and the quality of interprofessional patient care.

How we will work together: Both faculty members and students will contribute to the learning in the course. All course participants have a responsibility to participate in discussion, share understandings, and collaborate with colleagues so everyone is successful. The faculty member will guide the classroom experiences and be available during posted office hours for individual and group consultation. Respectful participation is expected of everyone. This means that everyone is responsible for completing readings in advance of each class, being on time, giving full attention to class activities, and refraining from activities that are distracting to others.
**Attendance**: Due to the significance of theoretical knowledge in developing competence, students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all scheduled learning activities. Much of the learning that takes place will be a result of preparation and engagement with the material as well as active dialogue with colleagues and faculty. Therefore, students are expected to attend ALL classes (in class and online). The implications for non-attendance are outlined in the Program Manual (online in UWO OWL/Sakai Undergraduate Student Information site).
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>CONCEPTS</th>
<th>COURSE GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction To Health in a Global Context</td>
<td>Health, Illness, Globalization, Patterns of knowing, Context, Personal meaning</td>
<td>1, 3, 5</td>
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<tr>
<td>Jan 10</td>
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<tr>
<td>Week 2</td>
<td>Individual Advocacy and Leadership in</td>
<td>Health, Illness, Context, Determinants of health, Social justice, Health promotion, Advocacy</td>
<td>1, 2, 3</td>
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<tr>
<td>Jan 17</td>
<td>Global Health</td>
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<tr>
<td>Week 3</td>
<td>Health Organizations and their Influence</td>
<td>Illness, Health, Epidemiology, Time/transitions, Physical, social,</td>
<td>1, 2, 5</td>
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<tr>
<td>Jan 24</td>
<td>on Global Health</td>
<td>environmental and biological determinants of health</td>
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<td>ONLINE</td>
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<tr>
<td>Week 4</td>
<td>Influence of Determinants of Health on</td>
<td>Health promotion, determinants of health, advocacy, social justice</td>
<td>1, 3, 6, 7, 8</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Indigenous Peoples</td>
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<tr>
<td>Week 5</td>
<td>Health Promotion and Caring in a Global</td>
<td>Determinants of Health, Ethical practice, Professionalism, Relational</td>
<td>1, 2, 3, 5, 7, 8</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Context: Ethics, Values, and Attitudes</td>
<td>practice, Social justice, Interprofessional practice, Evidence-informed</td>
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<tr>
<td></td>
<td></td>
<td>practice, Informatics, Health systems, Health advocacy</td>
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<tr>
<td>Week 6</td>
<td>Influence of Globalization on Global Health</td>
<td>Critical social theory, Globalization</td>
<td>3, 5</td>
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<td>Feb 14</td>
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<tr>
<td>READING WEEK</td>
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<tr>
<td>Feb 20-24</td>
<td>No Class</td>
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<tr>
<td>Week 7</td>
<td>Feb 28</td>
<td>Nurses’ Role in Advancing Global Health Policies</td>
<td>Advocacy, Political influences, Health policy, Social justice, Personal meaning</td>
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<td>Week 8</td>
<td>March 7</td>
<td>A Critical Lens: Colonialism and International Work</td>
<td>Social justice, Context/culture</td>
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<tr>
<td>Week 9</td>
<td>March 14</td>
<td>Interprofessional Collaboration for Health in a Global Context</td>
<td>Interprofessional Collaboration Context/culture Health promotion/disease prevention Health care systems</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 21</td>
<td>Health Promotion, Caring, and Health in the Context of Natural Catastrophes</td>
<td>Health Promotion Caring Professionalism Context Health Interprofessional Collaboration</td>
</tr>
<tr>
<td>Week 11</td>
<td>March 28</td>
<td>Caring for Self and Professional Colleagues in Global Contexts</td>
<td>Personal meaning Self Caring Professionalism Safety</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 4</td>
<td>Informatics and Health in a Global Context</td>
<td>Evidence-informed practice Health literacy Technology/ informatics Patterns of knowing Social justice</td>
</tr>
</tbody>
</table>
Opportunities to Demonstrate Learning

1. ANALYSIS OF A HEALTH ISSUE

There is one group assignment that will be submitted in 2 parts (Part A, B) for a total value of 50% of the course mark.

A health issue is a matter of concern related to health. It might be a broad topic, such as infant health or childhood nutrition, or a more specific topic such as infant diarrhea. Within the context of this assignment, the health issue should be of significance to more than one country, although the written assignment is focused on one country only.

This is a 2-part group assignment whose overall purposes are for you to:

- Gain in-depth knowledge of a health issue of significance to global health
- Apply course concepts to one health issue of in a selected low-middle income country
- Gain knowledge of the context of the health issue
- Analyze contextual factors that influence the health issue
- Consider how the health issue could affect other aspects of health in the country.
- Propose strategies to influence policy and action related to the health issue
- Synthesize your understanding of course concepts.
- Gain skills in planning and completing a group project
- Continue to refine your writing skills

Part A of the assignment is your plan. Part B is an analysis of one health issue in a region or country with limited resources. This can include areas of Canada where people have few services to support health.

Part A - Project Plan  (15% of Course Mark)

DUE: Date and time (January 30, 9am). Submit via course website – assignment area.

Maximum length: 5 pages, plus title page and references

The purposes of the first part of the assignment are for you to:

- Define the health issue of interest to you and its significance to the country you have chosen
- Prepare your plan for completing Part B of the assignment.
- Outline the paper which you will submit for Part B of the assignment

Form a group with 4 members. Choose a health issue and a region or country of interest to you. The health issue should be of significance to global health and to the region or country you wish to learn about. Begin to consider how you will develop a 12-page paper to analyze the contextual factors that are influencing the health situation.
Specifically, in a 12 point font, double-spaced, formatted according to APA 6th edition (revised), please submit:

- The list of group members and an explanation of the roles each will fulfil.
- A minimum 1-page description of the health issue and an explanation of why it is significant to the region or country you have chosen.
- An outline of the paper that you will submit in Part B (see the description of the required paper below).
- A beginning reference list for the Part B (separate from the reference list from part A).
- A critical path for completion of Part B.

A critical path is a detailed plan for completion of a project. Listed in the critical path are the activities, deadlines for completion of each activity, and names of the people responsible for completing the activities. A critical path helps to keep the project on time and promotes accountability for activities. The critical path is typically prepared by working backward from the final due date and listing the activities that must be completed to achieve the project. It should include the group meetings necessary to ensure that a unified paper is submitted. As the project develops, it is typical to add additional items to the critical path. The critical path is to be presented in table form (example below). This can be included as part of the 5 pages, or separately as an appendix.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date of Activity Completion</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>First group meeting to decide the health issue, region or country, and preliminary planning</td>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>Submit Part A of assignment</td>
<td>January 30, 9am</td>
<td></td>
</tr>
<tr>
<td>Submit Part B of assignment</td>
<td>March 20, 9am</td>
<td></td>
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</tbody>
</table>

You will need to specify all the activities that will be undertaken, the precise date when each is to be completed, and the person responsible for each activity. Add as many rows to the table as necessary.

Part B - Analysis of a Health Issue (35% of Course Mark)
DUE: Date and time (March 20, 9am). Submit via course website – assignment area.

Maximum length: 12 pages, plus title page and references. This page limit is strict. The course professor will stop reading at the end of page 12.

The purposes of the second part of the assignment are for you to:

- Gain in-depth knowledge of a health issue of significance to global health
- Apply course concepts to one health issue of in a selected low-middle income country
- Gain knowledge of the context of the health issue
- Analyze contextual factors that influence the health issue
- Consider how the health issue could affect other aspects of health in the country
- Propose strategies to influence policy and action related to the health issue
- Synthesize your understanding of course concepts
- Continue to refine your writing skills.

In this paper you should provide detailed information about the health issue in the country of interest, and its impact on the country. This will require library and internet searching. As well, it is necessary for you analyze how contextual factors (individually and in combination), affect the health issue. The contextual factors are matters such as culture, the health care system, presence of international aid organizations, etc. It will be necessary to seek information about the country from as many sources as possible. Please consider the credibility of internet information and document your sources carefully. The more specific your analysis is, the better you will demonstrate that you are achieving purposes of the assignment and course goals. Lastly, and most importantly, you will propose between 1-3 potential policy solutions to address the health challenge in an upstream approach. This paper should reflect a unified analysis presented with a consistent writing style, such as would be prepared by international panel writing about the health issue.

2. FINAL EXAMINATION (40% of Course Grade)

A final examination will be scheduled during the university exam period. Details to be announced. Final examination worth 40% of the course mark.

The purposes of the final examination are for you to:

- Review and synthesize course content
- Demonstrate your achievement of all course goals.

3. ONLINE DISCUSSION (10 % of Course Grade)

Total online participation mark = 10 or 10 %
The online discussion will occur in Forums in your small group of students. You will find your assigned small group membership noted in a pdf document in the Resources area in OWL. You will respond to questions posted in the learning activity for that week. You will find the questions for Week 3 noted in the learning activity in the Resources area in OWL. Please post within the topic. Neither the Teaching Assistant nor Course Professor will look beyond the topic for your posts.

The purpose of this assignment is for you to: have the opportunity to reflect on and share insights you gained from your readings and lectures in this course in an asynchronous online discussion in OWL. This means you can actively engage in dialogue at a time that is most convenient to you. The intent is for you to dialogue about what you have read and apply this to course topics. Your posts should be 2 paragraphs each and a minimum of four (4) posts over the four days – to obtain full marks, two of your posts must be a minimum of 24 hours apart. This is meant to be a discussion among your group; the Course Professor and Teaching Assistant will participate minimally as a ‘guide on the side’. Participation marks will be allocated based on the number of posts (4 posts minimum), length of the posts, timing of posts over the discussion period, and the quality of the posts.

### Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) Addressed</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analysis of a Health Issue: Part A</td>
<td>2, 3</td>
<td>15%</td>
<td>January 30, 9am</td>
</tr>
<tr>
<td>2. Analysis of a Health Issue: Part B</td>
<td>1, 2, 3, 4, 5, 8</td>
<td>35%</td>
<td>March 20, 9am</td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>1-8</td>
<td>40%</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>4. Online Discussion</td>
<td>1-8</td>
<td>10%</td>
<td>Week 3</td>
</tr>
</tbody>
</table>
Statement re: Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see 26 Undergraduate BScN Programs Manual 2013 - 2014 Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).

Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#

Mental Health

Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.
MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/